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AUTHOR Wessel, Janet A.; And Others
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ABSTRACT

The I CAN-Achievement Based Curriculum (ABC) program was designed to improve teaching and the quality of basic motor skill instruction in the subject area of physical education, the instructional levels of elementary through secondary, and for all children (handicapped and nonhandicapped) in mainstream and/or special education settings. The project is particularly designed to foster the design and implementation of an outcome-based measurement system (testing), direct instructional practices, and instructional resource materials to accommodate students functioning at a wide range of levels (zero competency to advanced). This report addresses the purpose; claims of effectiveness and the need for the program; outlines the project's plan of operation; and describes the I CAN-ABC training program design, and Leadership Training Resources for cost effective quality school adoptions. (JD)

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Title: I CAN Achievement Based Curriculum(ABC) Report:
A National Diffusion Network Exemplary Physical Education Program

Submitted to ERIC Clearinghouse on Teacher Education 1989

by

Janet A. Wessel, Ph. D.
Project I CAN-ABC Developer
Professor Emeritus, Michigan State University
East Lansing, Michigan 48823

Bernard Holland, Ph. D.
Project I CAN-ABC Coordinator of Training
3430 E. Dolphin
Mesa, AZ 85204

Luke Kelly, Ph.D.
Project I CAN-ABC Director
Department of Human Services
University of Virginia
405 Emmet St.- Ruffner Hall
Charlottesville, VA 22903

Refer all communications to:

Janet A. Wessel
3227 Lakeview Drive
Shelby, Michigan 49455
(616) 861-2473 or (602) 993-2903

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ABSTRACT

Improving Teaching and the Quality of Instruction

**Project I CAN- Achievement Based Curriculum (ABC) Report:
A National Diffusion Network Exemplary Physical Education Program**

Project I CAN-Achievement Based Curriculum (ABC) was evaluated and approved by the Joint Dissemination Review Panel (JDRP) for dissemination via the National Diffusion Network (NDN) 1981 and again in 1985. From 1984-1990 Project I CAN-ABC is disseminated under funding support of the NDN. The major purpose of the project is to systematically disseminate

I CAN-ABC program to improve teaching and the quality of basic motor skill instruction in the subject area of physical education, the instructional levels of elementary through secondary, and for all children (handicapped and nonhandicapped) in mainstream and/or special education settings. The project is particularly designed to foster the design and implementation of an outcome based physical education, aligning and integrating curriculum based measurement system (testing), direct instructional practices, and instructional resource materials to accommodate students functioning at a wide range of levels (zero competency to advanced).

This report addresses the purpose, claims of effectiveness and the need for the program; outlines the project's plan of operation; describes the 2-4-1

I CAN-ABC training program design, and Leadership Training Resources for cost effective quality school adoptions. In addition, 2-4-1 adaptation strategies for college/university continuing education, summer workshops and for large school districts are presented along with a summary of Awareness and School Adoption data for project years 1984-1988.

**Title: I CAN Achievement Based Curriculum(ABC) Report:
A National Diffusion Network
Exemplary Physical Education Program**

CONTENT

	Pages
Introduction	
Project I CAN-ABC: Two Major Components	1
ABC Model	1
I CAN Curriculum Resource Materials	4
Background	5
Basic Information	5
Project Purpose and Claims of Effectiveness	6
Need for the Program	8
Plan of Operation	10
How the Project Operates	10
Awareness Data	11
2-4-1 Training Program Design	13
School Adoption and Demonstration site data	19
Leadership Training Workshops	20
Special Dissemination Strategies	21
Electronic Conferencing	21
Electronic Bulletin Board	21
2-4-1 Training Program Design Adaptations	21
Large School Districts	21
Colleges/Universities	23
Management, Monitoring, and Evaluation Procedures	26
Project Management Plan	27
Evaluation Plan	27
Content: Leadership Training Resources	27
Leadership Training Guides (LTGs)	27
Leadership Training Manuals	30
Other Leadership Training Resource Materials	30
Selected References	32

INTRODUCTION

Project I CAN-ABC: Two Major Program Components

Project I CAN-ABC is a process model and a data-base curriculum resource designed to improve both teaching and the quality of instruction provided to all children in the motor domain. I CAN-ABC was developed in response to a national need for an innovative approach to address the instructional needs of teachers responsible for providing instruction in the motor domain. This includes both classroom teachers (special and regular education) who are untrained in the motor domain and physical educators who are untrained in working with the handicapped and in accommodating handicapped individuals into regular education settings. The model incorporates an assessment-based design which allows a wide range of student needs (handicapped and nonhandicapped) to be addressed in the same setting. As such, the Project is consistent with the regular education initiative and the desire to move away from pull-out, fix the child programs, to individualized instruction designed to allow all children to achieve in the regular education setting (Wills, 1986).

ABC Model. The Achievement Based Curriculum Model (ABC) is a process model for training teachers how to plan, assess, implement, and evaluate instruction designed to meet the motor needs of their students. The model was developed and field tested using the I CAN data based resource materials (Wessel and Holland, 1989). It was under continuous evaluation and revision based on research from effective teaching and the essential components needed to implement quality school adoptions (Wessel & Kelly, 1986; Holland & Wessel, 1989). The ABC model is composed of five components each of which is briefly described below.

1. **PLANNING.** Planning involves the process of developing a unified school/district physical education curriculum or program plan. The result of the planning process is a functional curriculum that delineates what the program goals are, the sequence of objectives that must be achieved to reach each goal, when in the program each objective will be taught and mastered, and how much time will be devoted to each objective.

2. **ASSESSING.** Students are assessed on all objectives targeted for instruction in a given unit prior to initial instruction using the I CAN performance objective qualitative assessment items. Initial

assessment data are recorded (written) with the easy to use Class Performance ScoreSheets (CPSS) provided in the I CAN resource materials. Reassessment is a continuous process repeated daily in conjunction with teaching. At the end of the unit, a final assessment is conducted and recorded to document the changes that have occurred.

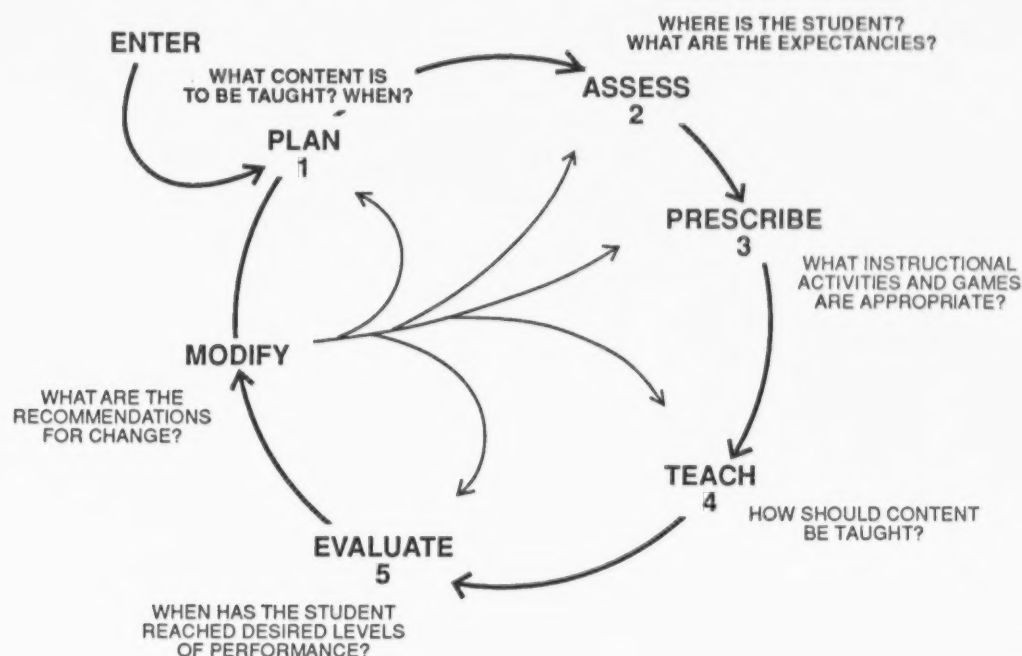
3. **PRESCRIBING.** Student assessment data are used to plan appropriate instructional lessons designed to meet the unique needs of all the students in the class. The end result of the prescribing process is an objective-based lesson plan which serves as a written record of what instruction was provided.

4. **TEACHING.** Teaching is defined as implementing the prescribed lesson using appropriate teaching strategies, methods and materials. The focus of teaching is on managing the instructional environment so that the desired learning occurs. A critical element of the instructional process in the ABC model is that all students know what it is they are learning (the focal points of the skill) and which specific focal point they are working on at all times.

5. **EVALUATING.** Continuous student assessment data are used to evaluate student progress and teacher/instruction effectiveness. The evaluation process identifies what aspects of the program should be replicated and what parts should be changed. The evaluation data also provide the basis for reporting student progress and for documenting the program/teacher's effectiveness.

Although presented as five discrete components in sequential order, the ABC is a dynamic process as depicted in the schema below:

IMPLEMENTATION OF THE I CAN ACHIEVEMENT BASED CURRICULUM MODEL



The initial program plan is only a point of departure and is constantly revised based upon student evaluation data. The ABC approach is a marked improvement over the traditional activity-based physical education programs. Activity-based programs are designed around the premise that if children are provided an opportunity to participate in activities that contain the desired skills (objectives) to be learned, they will in fact learn them and that the same program and instruction is appropriate for students. While this approach is of questionable validity for even highly skilled children, it clearly is not the most appropriate approach to addressing the needs of handicapped students in a regular education environment. The ABC model is also used as both the method and template for training. The training process is guided by a series of Leadership Training Resource Materials which are employed by a nation-wide cadre of certified trainers. These materials are described in the content section of this report.

I CAN Curriculum Resource Materials. I CAN is a resource database designed to complement the ABC Model. The resource materials were specifically designed and organized to be used by classroom teachers and physical educators. The materials have been designed to cover the scope (primary through secondary) and essential content that is typically addressed in physical education for all children, with the additional feature that the I CAN materials have been designed to accommodate students functioning at a wide range of levels (zero competency to advanced). These two unique features with the ABC model allows I CAN-ABC program to address the needs of all children in the regular and special education classes.

The heart of the I CAN resource materials is the boxes of instructional materials encompassing performance objectives (curriculum based measurement system), assessing activities, instructional activities, games, class performance score sheets, individual record of progress and the Teaching ABC-I CAN Implementation Guide. There are a total of eight boxes (modules) which contain 138 performance objectives divided into 23 units. A complete description of the I CAN resource materials can be found in another report (Wessel & Holland, 1989).

The I CAN Materials are published by Hubbard, Box 104 Northbrook, IL 60062. In addition to the above I CAN resource materials, Hubbard publishes a Teacher Training Kit which includes the Teaching ABC-I CAN Implementation Guide with four sample performance objectives from the Primary Skill Modules. This kit is used by the teacher participating in school adoption training.

BACKGROUND

Basic Information. A brief summary presenting project background is presented below:

Project Title:	I CAN-Achievement Based Curriculum (ABC)
Contact Person:	Luke E. Kelly, Ph.D., Project Director National Project Office 1988-1991 Department of Human Services University of Virginia 405 Emmet Street- Ruffner Hall Charlottesville, VA 22903 (804) 924-6194
Developer:	Janet A. Wessel, Ph.D., Professor Emeritus Michigan State University East Lansing, MI 48823 Developed with USOE-OSE funding 1971-78 and Michigan Department of Education funds in 1978
Coordinator of Training:	Bernard Holland, Ph.D. Regional Project Center West 1984-1988 3430 E. Dolphin Mesa, AZ 85024
Years of Project:	Developed: I CAN Primary Materials 1976; I CAN Secondary Materials 1978. Operated: ABC model field tested and training process developed 1978-1981. Evaluation: Evaluated and approved by the Michigan Dept. of Education in 1979 and by Joint Dissemination Review Panel (JDRP) in 1981 and 1985- 1991. Dissemination: National Diffusion Network (NDN) Programs That Work 1984-1991.

National Diffusion
Network (NDN)

The NDN located in the Recognition Division of the U.S. Department of Education is the nation's largest educational diffusion network disseminating exemplary programs that work for adoption. These are programs evaluated and approved for dissemination via NDN by the JDRP, renamed Program Effectiveness Panel (PEP)

Project Purpose and Claims of Effectiveness. The purpose of the project is to systematically disseminate, through quality school adoptions, the I CAN-ABC model to improve teaching and the quality of instruction in basic motor skills provided to all children (handicapped and nonhandicapped) in regular and/or special education settings.

Project I CAN-ABC provides a 2-4-1 training program designed to train both physical education and special education teachers, singly or in combination to implement I CAN-ABC model to promote:

- the development of a unified physical education curriculum for schools that accommodate all students;
- an assessment-based curriculum and evaluation system that can be easily adapted to be managed by computers;
- the development of fundamental motor skills, health-fitness, and sport-leisure skills;
- the individualization of instruction adapted to student and class needs; and
- a school based performance accountability for schools, parents, students and the community.

The I CAN-ABC program has been reviewed and approved by the State of Michigan Adoption Program (1979) and by JDRP (now PEP) in 1981 and again in 1985. The two claims of effectiveness approved in these reviews are:

1. At least 75 percent of both physical education specialists and/or classroom teachers of handicapped students receiving I CAN-ABC training will achieve implementation mastery (achievement of at least 75 percent of the items on the I CAN-ABC implementation monitoring forms -- observational instruments designed to record teacher behaviors in planning, assessing, prescribing, teaching, and evaluating objective-based instruction of motor skills).
2. I CAN-ABC, when implemented as intended (implementation mastery), will result in handicapped students significantly improving their performance levels on at least 75 percent of the performance objectives selected from the I CAN primary or secondary instructional resource materials.

Need for the Program. The beneficial effects of physical activity on growth and development have been documented in several excellent reviews by Steinhaus (1933), Malina (1969), Rarick, Widdop, and Broadhead, (1970), Campbell (1973) and Espenschade & Eckert (1980). These reviews underscore the fact that muscle, bone, connective and nervous tissue must be stimulated in order to maintain their integrity. Physiological benefits which can be gained from regular physical activity are: functional improvements in the cardiorespiratory system; increase in the strength of muscle, bones and connective tissues; decrease in problems related to posture; increase in the resistance or adaptability to stress; general increases in physiological efficiency; improvements in flexibility; and weight control. The attainment of these benefits, however, is dependent upon the kind of activity and how it is performed (sequence, duration, frequency, and intensity).

It is well known, that like normal children, the normal growth, development and skill acquisition and health-related physiological efficiency of children with handicaps do not occur in the absence of appropriate motor activity. It is similarly known that the general participation in physical activity is not enough to achieve many of the potential benefits of activity to well. Only when appropriate amounts of activity are selected can specific outcomes be reliably attained. Accordingly I CAN-ABC program was designed to focus instruction on the attainment of specific learning outcomes rather than on a collage of activities that may (or may not) result in unnamed general outcomes. Implementation of an instructional program such as I CAN-ABC thereby reduces the chances that quality of life will be impaired by not meeting known biological, motor, and leisure needs.

The importance of physical and motor development for all handicapped is further highlighted by its prominent inclusion in PL 94-142, The Education for All Handicapped Children Act of 1975, as a direct service to be delivered to all special education students. Unfortunately, PL 94-142 did not clearly define who was to provide the physical education instruction. As a result of this omission, many classroom teachers (regular and special education) and regular physical education teachers have been called upon to provide appropriate physical education instruction to meet the needs of the handicapped students in their classes. This transfer of responsibilities to teachers who are either untrained in the motor domain or untrained in working with the handicapped has resulted in a

tremendous demand for training (NEA, 1979) as well as high teacher stress (Benskey, Shaw, Gouse, Bates, Dixon, & Bean, 1980) and high "burn-out" among teachers of exceptional children (Weiskopf, 1980).

Although I CAN was initially developed to meet the needs of moderately handicapped children (Wessel, 1975), it soon became apparent that there was an equal need for both resource materials to assist educators in the provision of appropriate physical education instruction and for a process model designed to guide them through the process of planning, implementation, and evaluation of motor skill instruction (Bird & Gansneder, 1979). From 1971-1979 the I CAN primary and secondary skills resource materials were developed (Wessel, 1976a; Wessel 1976b; Wessel 1979c). At the same time the ABC model was developed and field tested as the basis for training teachers to use the I CAN resource materials.

While teacher preparation programs have been revised in recent years to address many of the above stated needs and a number of graduate programs have been created to prepare specialists, it will take a number of years before the graduates of these programs have any marked affect on the schools and the current problems. Most schools unfortunately can not, for economic reasons, just add specialists (i.e., adapted physical educators) and/or replace current staff with newly trained teachers. Therefore, the primary means of addressing the current teacher training needs in the schools is through projects like I CAN-ABC program.

The national need for an innovative approach to improving both teaching and the quality of instruction provided in physical education has been well documented by a number of state needs' assessment studies. Bundschuh's (1985) summarization of the results of 16 state-wide physical education needs' assessment studies, conducted since the passage of PL 94-142, revealed a number of major needs. among these findings was a national need for improved methods of teacher training designed to improve the quality of instruction provided in physical education for the handicapped. Given the fact that physical education is required for all handicapped children uner PI 94-142, and that the burden of providing these services in many states has been passed on to classroom teachers (untrained in the motor domain) and/or to regular physical educators (untrained in working with the handicapped), there is clearly a great need for the I CAN-ABC program.

There are other National Diffusion Network physical education programs. However, I CAN-ABC is the only program that currently provides a comprehensive model (planning, assessing, prescribing, teaching, evaluating) which is supported by a full range of 138 objectives (i.e., fundamental motor skills, physical fitness, body management, aquatics, team sports, individual sports, etc.) spanning the primary -secondary grade levels and which is appropriate for all students (handicapped and nonhandicapped). The I CAN-ABC is also one of the only programs that is designed to address the needs of all students (handicapped and nonhandicapped) in the regular education setting (not pull-out) and which has been field tested and shown to be effective with both classroom and physical education teachers.

The I CAN-ABC Model has been continuously evaluated from 1981 to date and revised to meet the ever changing needs of teachers and schools (Wessel & Kelly, 1986, Holland and Wessel, 1989). In particular, I CAN-ABC is consistent with the recent Regular Education Initiative and has developed adaptation and resource materials to address the needs of early childhood programs for children with special needs in line with PL 99-457 (Wills, 1986; Wessel & Curtis-Pierce, 1989).

PLAN OF OPERATION

How The Project Operates. The project is divided geographically into two regions: East and West. The Eastern Regional Center is located at the University of Virginia and serves as both the National Office for the project and as the Eastern Regional Center for training activities. The Western Regional Center is located at Arizona State University.

Each project center has a number of certified trainers (CTs). In addition to the CTs at the project centers, there is a nation-wide network of 33 additional CTs. All requests for training (Awareness or Adoption 2-4-1) that are received either by individual CTs or at the Regional Centers are forwarded to the National Office and then distributed to the closest CT. CTs implement the appropriate training and submit all monitoring and evaluation data to the closest Regional Center. Data received by the Western Regional Center are verified for accuracy and then sent to the National Center. CTs may train local monitors (LMs) in large school districts to assist in the adoption training process. A leadership training workshop is conducted each

year (alternating from the East and West centers) to train 5 new CTs. Candidates for the leadership training workshops are typically selected from local adoption school personnel or from College/University faculty that have formally implemented the program.

Awareness Data 1984-1988. What I CAN is, how it can be used, how it can assist schools, and what it takes to adopt the program is disseminated at the national, state, and local levels by Awareness presentations (1 to 2.5 hours in length) given by one of the I CAN-ABC certified trainers located throughout the United States. Awareness presentations are routinely presented at National, Regional, and State conferences and at the request of state facilitators, state education departments and schools at the local level. Following awareness sessions, interested schools then contact the project office and express an interest in adopting (receiving training in) I CAN-ABC. The project office then contacts the certified trainer (CT) that is closest to that school who then contacts the school and negotiates a contract for the 2-4-1 training(described in this report). The negotiations involve both setting up a time line for the training as well as securing sufficient funds to support the training. CTs are trained to assist the schools in securing funds from a variety of sources such as state facilitators, state mini-grants, staff development funds, or college/university continuing education and/or summer session funds. Table 1 illustrates the number of awareness sessions conducted from 1984-1988 by state and classification of CT performing the training.

Table 1. I CAN-ABC Awareness Presentation from 1984-1988

State	1984-845	1985-86	1986-87	1987-88
Alabama	1 CT*	1 CT	2 CT	1 CT
Arizona	5 CT	3 CT/S	2 S	7 CT/S
California	4 CT/S	3 CT/S	3 CT/S	4 CT/S
D.C.				2 CT
Florida	1 S	3 CT	1 CT	1 CT
Georgia		1 CT		
Guam				1 S
Hawaii				1 S
Illinois	1 CT	1 CT	1 CT	2 CT
Indiana		1 CT		
Iowa		1 CT		
Kansas				1 S

Louisiana		1 S		
Maine		2 S	1 S	
Massach.	2 CT	1 CT		
Michigan	3 CT/S	4 CT/S	3 CT	5 CT
Minnesota		2 S	1 S	
Nebraska			1 S	1 CT
Nevada		1 CT	1 S	1 CT
New Hamps.		1 CT		
New Mex.	2 S	4 CT/S	1 CT	1 S
New York	1 CT	3 CT	3 CT	4 CT
N. Carolina	1 CT			2 CT
N. Dakota	2 CT		2 S	
Ohio	2 S	1 CT/S		
Oregon				5 CT/S
Rhode Is.				1 CT
S. Dakota				1 S
Tennessee	1 CT	1 CT	4 CT	2 CT
Texas	6 CT/S	2 CT	1 CT	4 CT
Utah				5 CT
Virginia	5 CT	4 CT	3 CT	4 CT
Washington	3 S	3 S	4 CT	6CT/S
Wisconsin		2 S		2 CT
Aruba	1 S			
Australia			3 S	2 CT
Vancouver			1 S	
Totals	41	46	38	55

* CT = Workshop conducted by regional certified trainer
 S = Workshop conducted by Project Staff

Awareness materials were mailed to key personnel, other interested persons upon request and distributed at awareness sessions. Table 2 outlines awareness materials disseminated, from 1984-1988.

Table 2. Awareness Materials Disseminated from 1984-1988

Distributed to:	1984-85	1985-86	1986-87	1987-88
State Facilitators	65	395	154	1051
Certified Trainers	68	181	283	604
Special & Physical Educa. Personnel	410	637	281	323
Awareness Sessions	420	535	665	1223
Other requests	49	102	73	321
Totals	1094	1850	1456	3522

2-4-1 Training Program Design. The I CAN-ABC training is conducted by the developer/demonstration staff or by a cadre of certified trainers (CTs) that have formally implemented the system and successfully completed leadership training. The CTs are responsible for providing two levels of training: awareness and adoption. Awareness presentations, usually given to large groups of teachers, are short (1 to 2.5 hours) sessions which explain what I CAN-ABC is, how and why it was developed, how it could be used to assist teachers, and what is involved in adopting the program. Adoption training involves the 2-4-1 training protocol which is designed to develop implementation competencies on the five ABC components. There are five Leadership Training Guides (LTGs) designed to be used by the CTs in conducting the various training activities.

The LTGs are described in the content section of this report.

The ABC Training Program is a 2-4-1 model. Two day intensive workshops focused on skill. Knowledge and Attitude development (SKA) with four implementation follow-up visits to support teacher's application skills (assessing, prescribing, teaching, and evaluating) in their classes within a twelve to twenty week school period. At the end of this period, a One Day Planning/Evaluation Workshop is held for the purpose of designing a program plan personalized for the class/school, evaluating the results of training program, and deciding on future implementation. An overview of the 2-4-1 training model is outlined below:

Table 2 The ABC 2-4-1 Training Program

Inservice Training Workshop : Two days. Skills, Knowledge, Attitudes

Selected personnel (e.g., administrators, teachers, aides, support staff) will attend a two day workshop at the training site. The two days should be scheduled sequentially if at all possible.

The Training Workshop is formatted to meet local needs, and to develop teaching competencies in:

- * Assessing student performance levels
- * Prescribing instructional activities
- * Teaching an individualized program
- * Evaluating student change and program effectiveness

Implementation/Follow-up Schedule: Four days-Skills Application on Site

Teaching personnel will implement four POs with their students during identified physical education classes. Support staff will visit the classes to observe the implementation, and to provide necessary assistance for strengthening implementation skills. Four visits will be scheduled within twenty-week school period.

Planning/Follow-up Workshop: One day. Skills Application on Site

Teaching personnel, administrators, parents, and others (if possible) will attend a one-day workshop at the training site. The workshop is scheduled at the completion of the implementation/follow-up schedule. The primary purpose of the workshop is to plan a comprehensive physical education program, evaluate the program, and plan for future implementation.



Quality School Program- Improved Teacher Performance

Subsequent Gains in Student Achievement

Key Quality Program Indicators in Place and Documented Evidence Available

Model Demonstration School Program Site

LEADERSHIP TRAINING INSTITUTE

For: Teaching personnel who desired to become Lead/ Demonstration teachers to train teachers in the local school district and for teacher educators to plan, implement and cooperatively work with Model School Demonstration Personnel to improve instructional program using the ABC MODEL Process in preservice courses and for inservice/staff development (workshops, continuing education, mentoring) and networking with other designated Model Demonstration schools in a School-University Alliance.

Three Days Leadership Training Program - competency based

Two Day ABC Model Workshop

The purpose of the first two-day workshop is to develop the teachers' competencies in the areas of assessing, prescribing, teaching, and evaluating. A standard agenda for the two-day workshop is shown below for the ABC Model workshop.

The actual content to be covered under each agenda item is determined in the subsequent sections of the manual as well as the additional training materials which are used. Although the CT will have a complete set of the I CAN materials available during the training workshop, all the materials needed by the teacher during the training are provided in a teacher training kit.

It is important to note the emphasis that is placed on assessment during the two-day training workshop. While all of the components are integral to successful implementation, the ability to accurately assess is essential to accurate prescriptions and subsequent teaching. A number of excellent supplemental resources (films and videotapes) have been created to assist the teachers in learning the assessment process and the focal points of the various performance objectives. (See listing under Other Leadership Training Resource Materials of this report).

Throughout the two-day training workshop the teachers' progress is continuously evaluated. The methods of evaluation vary from formal tests such as assessing film clips of children performing skills to informal techniques such as completing simulated skill activities in small groups. The teacher performance data are used immediately to clarify any problem areas and to identify any concepts that need to be reviewed. At the end of the two-day workshop, teachers are given a cognitive skills test to verify their understanding of the ABC model and ability to use the I CAN materials. The teachers are also asked to evaluate the CT. The teacher performance data and workshop evaluation data are then used by the CT and the I CAN Regional centers to evaluate the CT's performance. Any teachers not achieving at least 80% assessing accuracy during training or at least 80% correct on the cognitive skills test would be given additional tasks to work on independently to remedy their specific deficits.

12 to 20 Week Implementation: 4 On-site Monitor Visits.

At the end of the two-day training workshop the teachers are guided through a step-by-step process of developing a 12-20 week implementation plan. The purpose of the implementation period is to allow the teachers to apply the knowledge and skills they have just learned. Teachers are encouraged to only work with one class or in some cases even a small group of students in a class on a small number of objectives (3-4). In the implementation plan, the teachers identify what objectives they plan to teach during that period and approximately when they plan to do assessing, prescribing/teaching, and evaluation on each objective. The teachers are then guided through the appropriate I CAN materials for the objectives they have selected.

During the implementation period, each teacher is monitored by the CT at least four times. The monitoring procedures and

responsibilities of both the CT and the teachers are presented in the Monitoring Handbook LTG. The CTs are trained to conduct the monitor visits in a positive and constructive fashion. The teachers are called prior to each visit and reminded to review the appropriate checklist for the component to be monitored on the next visit. Following each observation, time is planned to review the CT's observations and discuss his/her ratings. Problem areas are identified and ways to address them discussed. Following each visit, the CT sends the teacher a summary of the comments and recommendations that were made and the expectations for the next visit. Teachers are monitored on each component until they achieve at least 80% positive (yes) ratings. In addition, a few of the components involve additional evaluation criteria. The teachers, for example, must achieve at least 80% assessment accuracy agreement with the CT on a sample of students assessed during an assessment monitoring visit. Monitoring evaluation data are collected to document each teacher's progress throughout the implementation period. The teachers also evaluate the CTs monitoring so that s/he and the Regional Centers can also monitor the CT's performance.

One Day Planning Workshop

Following the implementation period, a one-day intensive training workshop is conducted on planning. Although listed as the first component of the ABC model, planning is addressed at the end because it has been found that the teachers need to have worked with the other four components before they can make accurate planning decisions. The content and procedures for conducting the planning workshop are presented in the Planning the ABC Model School Program-LTG. A standard one day planning workshop agenda is outlined below:

ONE-DAY PLANNING WORKSHOP

PLANNING WORKSHOP AGENDA

TIME	TOPIC
8:30 - 8:45	Coffee/Condition Survey
8:45 - 9:00	Introduction - Agenda - Planning Procedures - Review Sample Completed Worksheets
9:00 - 10:30	Determining Program Content - Selecting Goals and Program Objectives - Calculating Available Instructional Time - Determining Total Number of Objectives - Relative Emphasis by Goal Areas - Selecting Essential Objectives
10:30 - 11:30	Developing a Program Plan
11:30 - 12:30	LUNCH
12:30 - 2:00	Completing P.E. Class Units
2:00 - 2:45	Summary - Cognitive Skills Test: Planning - Workshop and Staff Evaluation
2:45 - 3:30	Discuss Implementation Plan - Identify Objectives - Consultant Monitoring

Time allotments on this sample agenda may be modified to meet the needs specifications of each district/site receiving a workshop. Consultant will finalize agenda accordingly.

There are two important features to note concerning the ABC planning process. First, the scope of the program plan to be developed can vary from a program to be implemented by a single teacher for a given class at a certain grade level to a school or district-wide K-12 program to be implemented by all teachers. More time will obviously be required if a very large program plan is to be defined, but the procedures are the same. Second, the CT does not dictate the content to be included in the plan. The CT teaches the planning process and then serves as a guide through the actual development of the program plan. The actual content is determined by local needs and interests and by the local staff. Teachers are also not limited to the content covered in the I CAN resource materials. Although the majority of objectives selected will more than likely already exist in the I CAN materials, any objective can be selected and appropriate (comparable) resource materials will then be either found in other resources or created.

Although not required in the adoption process, schools completing the 2-4-1 adoption training are encouraged to plan periodic follow-up visits with the CT/Project Center and to continue to submit implementation data following the completion of training to eventually qualify as an I CAN-ABC demonstration site.

School Adoption and Demonstration Site Data. Schools which meet the project adoption criteria during the implementation period (teachers achieve at least 75% mastery and their students achieve at least 75%) are recognized as adoption sites. Adoption sites which then wish to be acknowledged as demonstration sites must continue the implementation for 1 year after the planning workshop and provide appropriate teacher and student performance and achievement data (75% or greater on the objectives stated in the program plan) to document their effectiveness. All schools completing the 2-4-1 adoption training are encouraged to plan periodic follow-up visits with the CT/National Office and to continue to submit implementation data. Table 3 shows a summary of the 2-4-1 adoptions from 1984-1988 and the associated impact data.

Table 3. Summary of 2-4-1 Adoptions from 1984-1988

Level/Group	Year 1 1984-85	Year 2 1985-86	Year 3 1986-87	Year 4 1987-88	Total
# Schools	57	73	108	110	348
# Classes	87	167	338	296	888
# Administration trained	20	7	9	7	43
# Teachers trained	185	113	151	210	650
# Students	1273	1168	4986	3013	10428

Table 4 illustrates the number of schools that qualified as demonstration sites from 1984-1988.

Table 4. Demonstration Sites Developed by Year 1984-1988

Year 1 1984-85	Year 2 1985-86	Year 3 1986-87	Year 4 1987-88
Michigan 2 California 2	Arizona 1 California 2 Florida 1 Michigan 2 New Mexico 1 Virginia 1	Arizona 1 California 2 Michigan 1 Washington 1 Oregon 1	Arizona 1 Michigan 1 Washington 2 Virginia 1

Teacher and student performance data are presented in another report (Holland and Wessel, 1989).

Leadership Training Workshops. Each year candidates are solicited from colleges/universities and local personnel trained in adopting schools to attend the Leadership Training Workshop. The majority of the CTs come from college/university settings primarily because of their higher interest in becoming trainers and their ability to adjust their schedules during the school year to provide training to schools. Seventeen CTs were trained from 1984-1988.

Special Dissemination Strategies

Project I CAN-ABC has two dissemination strategies involving electronic activities. These are described below.

Electronic Conferencing. This mechanism was put in place to foster communication or the exchange of information and ideas among CTs. The major problem here is that the CTs are spread out all over the United States and for the most part are geographically isolated from each other. This isolation has resulted in most of the CTs primarily communicating with the project national and/or regional office and usually only when there is a problem. Unfortunately, this pattern of communication does not tap the combined expertise of the network, foster innovative ideas and is not very efficient--many of the same questions are asked and answered over and over by different trainers. To address this problem, a pilot electronic teleconference was created at the University of Virginia in 1987 and used by 10 trainers. Based on the results of this project, it appears that this approach may be an ideal solution to this problem. As indicated in the project management plan, the I CAN teleconference will be established as an official project activity and five new CTs will be added each year. A log of the topics and related discussions that ensued on each will be printed twice a year and distributed on request to other CTs and used in future leadership workshops as a training resource.

Electronic Bulletin Board. In conjunction with the teleconferencing strategy discussed above, the project uses national bulletin boards (i.e., Special-Net) to announce and disseminate information about the project and the various I CAN Awareness and Training Activities as they are scheduled and occur throughout the year.

2-4-1 Training Program Design Adaptations

Large School Districts. Training in large school districts involves the same 2-4-1 model but is typically implemented in stages with small cohorts of teachers (8-10). To reduce costs in districts where there are a large number of teachers to be trained, a local I CAN-ABC trainer can be developed. The local trainer is usually a teacher who has completed the 2-4-1 training and is selected by the CT. This person receives additional training (1-2 days) and initially takes over the four day monitoring responsibilities and assists the CT in the two and one day training workshop. This local trainer may

ultimately complete the Leadership Training workshop to become a CT.

Presented in the following materials are 2-4-1 adaptations for two large school districts.

The State of Washington

The adoption and implementation model utilized by Shoreline Schools involved training special and physical education teachers in the ABC: I CAN Model. Involving both groups of teachers in the training program resulted in an increased amount of physical education instructional time, reduced teacher/student class ratio, developed a link between the special and physical education program, improved quality of instruction and ensured consistency between programs. At the elementary level students receive physical education instruction from the physical education specialist one time each week. Through the adoption of ABC: I CAN special and physical education teachers jointly planned the program for handicapped students. Special education teachers attend and instruct in regularly scheduled PE classes taught by the physical education teacher. Special education teachers follow-up by teaching the same skills and activities one or two other times each week. At the middle and high school levels students receive physical education three to five times each week. A Special and physical education teachers jointly planned and team teach the program. To provide necessary support services a special education teacher-consultant was trained in monitoring aspects of ABC-I CAN. This individual received technical assistance from the Certified Trainer who conducted the Training Workshop.

State of California

The adoption of ABC-I CAN by a school district in California represents the largest single district adoption of the program. The unique aspect of this implementation is the utilization of teachers to train other teachers. Adapted PE Master teachers and administrators attended a 3 day workshop conducted by Dr. Janet Wessel and Dr. Bernard Holland in March, 1986. The master teachers implemented the ABC-I CAN program into their PE programs from March-June, 1986. During this time the master teachers and administrators, working with Dr. Wessel and Holland, developed a 3 year Implementation Plan for the school district. The goal of this plan was

for the entire adapted PE program, elementary through secondary, to be based on the ABC Model: I CAN program. The program was expanded into all elementary schools during 1987-88 school year. Master teachers have been responsible for training other Adapted PE teachers in the skills needed to implement the ABC Model.

Colleges/Universities. Two different training program adaptations involve university and school district, inservice staff development and teacher preparation. Both are briefly presented herewith.

Continuing Education Units: School District and College/University

An alternative to the traditional 2-4-1 workshop adoption process used to train teachers to use the ABC model and I CAN resource materials was to infuse the teaching competencies into a three credit continuing education course. The infusion method was designed and implemented via a cooperative arrangement between the university and school district during the spring of 1988. A brief description of the process is outlined.

There are several potential advantages to using this method. Assuming the I CAN-ABC trainer is a resident faculty member or can qualify as an adjunct faculty member for a local college/university, then the school interested in adopting the program can contact that college/university and request a continuing education course be taught for them by the local I CAN-ABC Trainer. The advantages of this method for the trainer and the college/university are primarily financial. The adopting school guarantees the enrollment of 15-20 teachers and the trainer can usually be paid considerably more for teaching a three credit continuing education course than what is traditionally paid to I CAN trainers for a 2-4-1 adoption. There are also many advantages for the adopting school and teachers. First, the school is relieved of much of the financial burden associated with releasing teachers for 3-4 days of training. The school can also draw on other financial resources to support the training. For example, the school district was able to pay for the teachers tuition for taking the course out of professional development funds that could not have been used had the training been offered through a series of workshops. Finally, the teachers benefit in terms of earning three graduate credits in addition to the I CAN-ABC competencies.

To illustrate how the continuing education adoption model can be planned and implemented, the procedures used by the university and a school district are described below.

1. During the Summer of 1987, the school district contacted the I CAN-ABC trainer at the university and requested information on Project I CAN-ABC.
2. Following a number of phone conversations, it was decided that the first step should be to conduct an awareness session in the Fall of 1988 to see if the I CAN-ABC program would meet the needs of the teachers in question. The basic problem in Newport News was that physical education was provided to all elementary students five days a week, but was taught on only one day by a PE specialist and on the other four days by the classroom teacher. The classroom teachers were having general problems with their PE responsibilities and both the PE and classroom teachers were having trouble addressing the needs of the handicapped students mainstreamed into their PE classes.
3. In September, a traditional 2.5 hour awareness workshop was conducted for approximately 50 elementary physical education and classroom teachers. At the end of the workshop the trainer asked the teachers to discuss the program and then if they were interested in adopting it to contact their supervisor. The workshop was received very well and in October, the director of physical education contacted the trainer to plan for the 2-4-1 adoption training. Following this request, the trainer and the director of PE met to discuss the costs and timing of the training. It was at this time that the continuing education course option was presented as a possible alternative. As a result of this meeting, the director of PE contacted the Continuing Education Office at the university and requested a course to be taught by the trainer on Curriculum Development. The trainer in turn was contacted by Continuing Education and asked to submit a course outline (see attached) for review and approval. It is important to note here that Newport News was able to guarantee a minimal enrollment of 15 teachers for the course.
4. In mid November the course was approved by Continuing Education. The school district then advertised the course and selected 15 teachers to take the course.

5. Due to the unique competencies associated with the 2-4-1 training and travel costs, it was not appropriate to teach the course in a traditional manner- meeting once a week for 3 hours for 15 weeks. Instead, the course was divided into four modules. Two intensive weekend sessions at the beginning (January) to address the competencies normally addressed in the 2 day ABC training workshop, 10 week of implementation and monitoring, and a 2 day planning workshop in May. This format actually allowed for more training time than is normally available in the 2-4-1 model on each component.

6. The monitoring during the implementation phase is the one area that must be planned and budgeted for very carefully. Depending on the number of teachers involved in the training and the distance between the university and the training site, the monitoring can be very expensive and time consuming. In the school district project, doctoral students were used to do the monitoring. If the use of doctoral students was not an option, than the training and paying of an on-site monitor from the local school district probably would be the most practical option to pursue.

7. Throughout the implementation phase, the teachers were called weekly by the monitors (doctoral students) and contacted once a month by mail by the tainer. A month prior to the planning workshop, the teachers were asked to evaluate their monitors and to complete a pre-planning workshop survey.

8. The teachers were responsible for completing four assignments (see attached example) which corresponded to the required documentation needed to complete the I CAN-ABC adoption criteria.

College/University: Teacher Preparation

The 2-4-1 training protocol has also been modified so that it can be used by college/university professors to infuse the I CAN-ABC content and competencies into their teacher preparation courses. A separate Leadership Training Guide (LTG) is used to guide the professors through this process. The most common format is to infuse the content of the two-day training and one-day planning workshops into an undergraduate or graduate adapted physical education course and then to build the implementation competencies and evaluation into a laboratory or practicum teaching experience. Many colleges/universities use on-site motor development clinics as

practicum sites for the students to implement the I CAN-ABC competencies. Colleg/university sites much achieve all the same competency levels and submit all the required evaluation data. Sites demonstrating 75% mastery or better achievement levels for a year are approved as demonstration training sites. The college/university sites developed from 1984-1988 are listed below:

STATE	College/University	Director's Name
Arizona	Arizona State University	Lee Burkett
California	Dominican College	Pat Hegerhorst
	Fresno State University	Virginia Atkins
	California State Polytech.	Ellen Curtis-Pierce
	University of Florida	Christine Stopka
Florida	University of Florida	Christine Stopka
Illinois	Norther Illinois University	James Rimmer
Michigan	Eastern Michigan University	Michael Paciorek
New York	Canisius College	Tom Eidson
	Suny Brockport	Joe Winnick
	University of Tennessee	Wendell Liemohn
Tennessee	University of Tennessee	Wendell Liemohn
Texas	Texas Christian University	Jeff McCubbin
Virginia	University of Virginia	Luke Kelly
	Norfolk State University	Anky Vanderstock
	University of Utah	Hester Henderson
Utah	University of Utah	Hester Henderson

Management, Monitoring, and Evaluation Procedures

The management, monitoring and evaluation procedures for each phase of training (awareness, two-day I CAN-ABC, four-day monitoring, one-day planning and leadership training) are fully described in the separate Leadership Training Guides (LTGs). Contents for each of the LTGs as well as the agenda for each of the ABC model (plan, assess, prescribe, teach and evaluate). For each training phase (e.g., monitoring) there are clearly stated learning objectives/competencies. For each objective the content to be covered is delineated as well as how it will be evaluated (teacher checklist, CT monitor forms, assessment accuracy test, etc.). Finally, a summary is provided regarding what materials are to be submitted by each person (teachers, CTs) and to whom (CTs or Project Center) and when. The Project Centers in turn monitor the CTs, each training adoption site that is in progress, follow-up on any delinquent data, and assist with any training problems.

Project Management Plan. The tasks , timeline, personnel and acceptable evidences of the completion of each task are identified in the management plan for each project objective and staff. Sequence and relative start and completion of tasks are shown in the plan. This information is available from the National Project Office.

Evaluation Plan. Evaluation is a critical component in the ABC Model and therefore has been infused into all aspects of project activities(e.g., awareness, 2-4-1 training protocol, management, and leadership). Evaluation is also an essential ingredient to this project since its goal is to disseminate the I CAN-ABC program. To evaluate an activitiy, one must first know what the goal of the activity is, what data can be collected to measure the activity, and finally how the data will be judged in order to determine when the desired results have been achieved or what changes should be made. The evaluation plan for the I CAN-ABC project is organized around a number of concerns/questions related to the achievement of each of the project activities. Associated with each identified concern/question is a statement of why the information is needed, how it will be collected , by what means (instruments), who the data will be collected from, and who and when the data will be collected and analyzed, and the criteria for making changes. On all evaluations where participants (teachers, CTs, etc.) are asked to rate quality, an average rating of less than 80% (4 on a 5 point scale) will serve as the criteria for determining when changes are required. For all the concerns related to student, teacher, and CT performance, the appropriate evaluation criteria for these questions and the alternatives to be pursued have been established in the training materials. The complete evaluation plan is available from the National Project Office I CAN-ABC.

CONTENT: Leadership Training Resources

Leadership Training Guides (LTGs). Six Leadership Training Guides (LTGs) have been used by certified trainers and local school district personnel for Awareness Workshops and the implementation of the 2-4-1 training program design. These materials were developed previously and independent of the project. They have undergone extensive review and revised accordingly to be compatible with the ABC model and 2-4-1 training program design. The LTGs are available from the Naitonal Project I CAN-ABC Center.The six LTGs are briefly described below:

1. AwarenessPresentations.

This Leadership Training Guide (LTG) contains information and materials needed to organize present and evaluate an I CAN:ABC Awareness Session. The awareness session is typically a one to three hour presentation at a local district, state, regional or national conference. The resource section of this LTG contains master copies of handouts and overheads frequently used at presentations.

2. ABC Model Workshop

his LTG contains information and materials needed to organize, present and evaluate the initial Two-day I CAN: ABC Workshop. This guide is used in conjunction with these LTGs:

- Resources (Master Copies of overheads/handouts)
- Monitoring Handook: Implementing and Evaluating the ABC Program Plan

This LTG outlines a step-bystep procedure for conducting the two-day workshop. Content covers the essential skills and knowledge needed to implement the IO CAN: ABC Model in a physical education program. Modules include: ABC Model and I CAN curriculum materials, assessment, prescription, teaching, evaluation, training plan developement.

3. Monitoring Handbook Implementing and Evaluating the ABC Program Plan

This LTG contains information and materials needed for the CT and/or DSP to monitor and provide technical assistance to teachers during initial implementation of the I CAN: ABC Program. Materials include implementation checklists, monitor forms and evaluative data forms designed to guide the teacher through each step of the ABC Model. The utilization of district personnel, where possible, to coordiante and provide assistance to teachers during implementation has two major benefits. It is more cost effective then contracting with the CT, and results in greater district level expertise in supporting implementation of I CAN: ABC.

4. Planning the ABC Model School Program

This LTG contains information and materials needed to organize, present and evaluate the I CAN:ABC Planning Workshop. This guide is used in conjunction with these LTGs:

- Resources (Master Copies of overheads/handouts)
- Monitoring Handook: Implementing and Evaluating the ABC Program Plan

The ABC Planning Workshop is conducted after the teachers have implemented I CAN:ABC for a 15-20 week period. This LTG guides the CT through the process of evaluating the effectiveness of initial implementation, working with local district personnel (e.g., teachers, principals) on how they want to continue implementing I CAN:ABC, developing a long term program plan (semester, yearly, multi-year), and laying the foundation for a comprehensive physical education program plan.

5. Resources

This LTG contains master copies of overheads, handouts, and additional printed materials that are used/distributed at ABC Workhsops. The CT and/or DSP is directed to materials in this LTG as he/she conducts aspects of the inservice training program using the other LTGs.

6. ABC Module: College/University

This LTG contains information and materials needed to infuse I CAN:ABC into a university undergraduate or graduate physical education course and/or Continuing Education workshops/courses for teachers.

The CT chooses to implement I CAN: ABC at one of three levels:

1. Knowledge/Awareness
2. Skill Knowledge/Demonstration
3. Skill Demonstration

This LTG guides the CT through essential content to be covered at each level of implementation. Materials include sample agendas, course outlines, class activities and essential content to cover during the introduction, body, and summary when lecturing/teaching about different components of I CAN: ABC. This LTG has facilitated the infusion of I CAN:ABC into adapted physical education courses, physical education curriculum courses, motor clinics/programs, and

student teaching assignments. I CAN:ABC has also been taught as a separate course for credit in preservice/in-service programs, and for continuing education credit through university and school district extension programs.

Leadership Training Manuals. Two manuals illustrating key elements of the ABC model and quality school adoption case studies are described below:

1. **Key Elements of the ABC Model: Criteria and Documentation.** This document outlines key elements of the ABC model. The criteria for an adoption site to be certified as a Quality Adoption/Demonstration program are depicted. School districts must meet these criteria to be certified as a model demonstration program.
2. **Quality Adoption Case Studies.** Two case studies, one for special education students in a self-contained setting and one for the mainstreamed setting, demonstrate key elements of the ABC: I CAN Model in the form of a program plan.

Other Leadership Training Resource Materials. These materials are available for CTs, local school personnel, and teacher educators to review and/or use to train teachers in the ABC process. These materials include print and AV materials. They are listed below with information on where they are available:

AV Materials

Available for Review and ABC training from the National I CAN-ABC Center

- I CAN-ABC Implementation System (16mm film and VCR)
- NDN Satellite Awareness (VCR)
- Teacher Assessment Accuracy Test- 7 Selected Skills (VCR)

Available for Review and ABC Training from Hubbard, Box 104, Northbrook, IL 60062

- 16mm 20 minute film to Improve Teacher Observation Skills:
 - Locomotor Skills Part 1
 - Locomotor Skills Part 2
 - Object Control Skills Part 1
 - Object Control Skills Part 2

Available from IMC, Michigan State University, East Lansing
Michigan 48823

- 16 mm 20 minute film focused on teaching: And So They Move

Print Materials - Books and Booklets

Wessel, J. (1977) Planning Individualized Education Programs in
Special Education: Examples from I CAN Physical Education.
Hubbard, Box 104 Norbrook, IL 60062

Wessel, J. (1981) I CAN Adaptation Manual: Teaching Physical
Education To Severly Handicapped Individuals Preprimary through
Adulthood. IMC, Michigan State University, East Lansing, Michigan
48823.

Wessel J and Curtis-Pierce E. (1989) Physical Education Program for
Children with Special Needs: The Play and Motor Skills Activity
Series for Early Childhood Programs. Fearon Teacher Aids, 500
Harbor Boulevard, Belmont California 94002.

Eight Booklets

Ball Handling Activities
Stunts and Tumbling Activities
Health Fitness Activities
Body Management Activities

Play Activities
Planning for Teaching
Rhythmic Activities
Locomotor Activities

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